



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3269 Harrison St., Kingman, AZ 86409

Kingman Academy Of Learning

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Dawn Day
Schedule : 07:00 AM to 05:00 PM
Grades : 6-8
Web Address : www.kaol.k12.az.us
Phone Number : (928) 692-5265
Fax Number : (928) 692-3444
E-mail : bhamlyn@kingmanacad.pvt.k12.az.us

Mission

To give students a quality educational foundation for lifelong success. A basic skills school with an emphasis on correct writing procedures. There is a strong relationship between parents and school. Parents are partners in the learning process.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improvement of students in the academic areas. Students who meet or exceed their academic goals will be a success in the classroom.
- ü Reduction in absenteeism. Attending school every day is very important for academic growth, student achievement and high self-esteem.
- ü Strong emphasis on parent involvement. Administrators, teachers, and parents should be viewed by the student as a team working together for the good of the student.
- ü High standards for student behavior. This fosters an atmosphere of respect for classmates and teachers, creating a classroom environment where all students are able to learn without distractions and allowing teachers to teach without disruption.

Enrollment

October 1, 2005 School Year Student Enrollment : 354
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 351

Instructional Programs

- Ü Back-to-Basics Language Arts/Math
- Ü Back-to-Basics Science/Social Studies
- Ü Exploratory Classes for Grades 6-7-8
- Ü Inclusion Model Special Education
- Ü Girls and Boys Basketball Teams
- Ü Cross-Country Team
- Ü Spanish

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/22/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students receive an education based on high academic & behavior standards. The students are provided a safe environment, with adequate appropriate material and highly qualified teachers. Parents are involved in all aspects of their child's education.

Parents

Parents volunteer 30 minutes each week; parents are actively involved in the Discipline Plan of the school; students attend school regularly; parents emphasize academic excellence. Parents are involved in all aspects of their child's education.

Transportation Policy

Students are transported to and from school by school owned buses. Bus service is within neighborhoods where our students live, not door- to-door. Student behavior standards also apply to their behavior while on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Disney Teacher of the Year Nominee	2004
Ü 100% Parent Attendance at Parent/Teacher Conferences	2006
Ü 3 teachers recieved What-A-Burger Hero Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	118	79327	100	99	98	523	523	518	14	14	19	16	16	20	51	52	46	19	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	38961	100	100	98	531	531	520	10	10	16	15	15	20	55	55	48	21	21	16
Male	44	45	40295	100	98	97	510	510	516	20	20	21	18	18	19	45	47	44	16	16	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	109	110	36373	100	100	98	524	524	538	13	13	10	17	16	14	52	53	52	18	18	25
Students with Disabilities	19	20	9321	100	95	87	445	445	467	74	70	54	21	20	22	5	10	21	NA	NA	3
Students without Disabilities	98	98	70006	100	100	100	538	538	524	2	2	14	15	15	19	60	60	49	22	22	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	25	26	37097	100	100	97	512	512	498	20	19	27	12	12	25	64	65	41	4	4	7
Non-Economically Disadvantaged	92	92	42230	100	99	99	526	526	535	12	12	11	17	17	15	48	48	50	23	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	118	79501	100	99	98	506	506	497	3	3	10	24	24	25	67	67	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39062	100	100	99	512	512	502	1	1	8	22	22	23	70	70	64	7	7	5
Male	44	45	40368	100	98	98	497	497	491	7	7	13	27	27	27	61	62	57	5	4	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	109	110	36446	100	100	99	506	506	516	4	4	4	23	23	15	67	67	73	6	6	7
Students with Disabilities	19	20	9411	100	95	88	456	456	453	11	10	36	63	60	36	26	30	26	NA	NA	1
Students without Disabilities	98	98	70090	100	100	100	516	516	502	2	2	7	16	16	24	74	74	65	7	7	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	25	26	37183	100	100	97	498	498	479	8	8	16	16	15	34	72	73	49	4	4	1
Non-Economically Disadvantaged	92	92	42318	100	99	99	508	508	513	2	2	5	26	26	17	65	65	70	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	118	80000	100	99	99	552	552	564	3	3	3	17	17	11	74	74	75	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	73	39288	100	100	99	567	567	579	1	1	2	11	11	6	78	78	77	10	10	16
Male	44	45	40644	100	98	98	528	528	549	5	4	4	27	27	15	66	67	74	2	2	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	109	110	36602	100	100	99	554	554	579	2	2	2	17	17	7	73	74	75	7	7	16
Students with Disabilities	19	20	9919	100	95	93	456	456	505	16	15	9	74	70	35	11	15	54	NA	NA	2
Students without Disabilities	98	98	70081	100	100	100	571	571	571	NA	NA	2	6	6	7	86	86	79	8	8	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	25	26	37534	100	100	98	529	529	547	4	4	4	28	27	15	68	69	76	NA	NA	5
Non-Economically Disadvantaged	92	92	42466	100	99	100	559	559	578	2	2	2	14	14	7	75	75	75	9	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	117	78546	99	99	97	557	557	543	10	10	15	8	8	18	73	73	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38645	100	100	98	559	559	545	5	5	13	9	9	18	75	75	54	11	11	15
Male	60	60	39792	98	98	97	556	556	542	15	15	17	7	7	17	70	70	50	8	8	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	11	11	31177	100	100	97	544	544	524	18	18	22	9	9	23	64	64	48	9	9	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	101	101	36450	99	99	97	558	558	563	10	10	7	8	8	12	72	72	57	10	10	23
Students with Disabilities	18	18	8093	95	95	82	497	497	489	50	50	50	NA	NA	24	50	50	23	NA	NA	2
Students without Disabilities	99	99	70453	100	100	100	567	567	549	3	3	11	9	9	17	77	77	56	11	11	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	28	28	34694	100	100	96	542	542	524	14	14	23	11	11	23	61	61	48	14	14	7
Non-Economically Disadvantaged	89	89	43852	99	99	99	562	562	559	9	9	10	7	7	13	76	76	56	8	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	118	79045	100	100	98	530	530	512	3	3	10	16	16	25	74	74	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	38860	100	100	98	533	533	519	2	2	7	19	19	22	70	70	62	9	9	8
Male	61	61	40075	100	100	97	528	528	505	3	3	12	13	13	28	77	77	54	7	7	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	11	11	31314	100	100	98	504	504	493	9	9	16	18	18	34	73	73	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	102	102	36730	100	100	98	533	533	532	2	2	4	17	17	16	73	73	68	9	9	12
Students with Disabilities	19	19	8552	100	100	87	497	497	463	5	5	35	32	32	40	63	63	23	NA	NA	1
Students without Disabilities	99	99	70493	100	100	100	536	536	517	2	2	7	13	13	24	76	76	62	9	9	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	28	28	34922	100	100	96	510	510	493	4	4	15	29	29	34	64	64	48	4	4	3
Non-Economically Disadvantaged	90	90	44123	100	100	99	537	537	527	2	2	6	12	12	18	77	77	66	9	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	118	79657	100	100	99	558	558	566	3	3	3	12	12	8	86	86	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	39120	100	100	99	572	572	580	2	2	2	4	4	4	95	95	92	NA	NA	2
Male	61	61	40423	100	100	98	545	545	553	3	3	5	20	20	12	77	77	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	11	11	31642	100	100	99	539	539	552	NA	NA	5	27	27	11	73	73	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	102	102	36929	100	100	99	559	559	579	3	3	2	10	10	5	87	87	91	NA	NA	2
Students with Disabilities	19	19	9069	100	100	92	515	515	508	5	5	11	26	26	30	68	68	58	NA	NA	1
Students without Disabilities	99	99	70588	100	100	100	566	566	573	2	2	2	9	9	5	89	89	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	28	28	35341	100	100	97	542	542	551	4	4	5	14	14	12	82	82	83	NA	NA	0
Non-Economically Disadvantaged	90	90	44316	100	100	100	563	563	578	2	2	2	11	11	5	87	87	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	114	78400	100	100	97	572	572	554	15	16	21	17	17	19	50	50	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38686	100	100	98	576	576	554	13	13	20	20	20	20	45	45	49	23	23	12
Male	57	58	39636	100	100	96	568	568	554	18	19	23	14	14	18	56	55	46	12	12	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	11	11	30732	100	100	97	586	586	534	9	9	31	9	9	24	64	64	40	18	18	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	96	97	37038	100	100	97	569	569	575	17	18	11	17	16	14	50	49	56	17	16	19
Students with Disabilities	16	17	7840	100	100	81	498	498	498	75	76	60	13	12	18	13	12	20	NA	NA	2
Students without Disabilities	97	97	70560	100	100	99	583	583	560	5	5	17	18	18	19	57	57	50	21	21	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	20	20	33014	100	100	95	554	554	534	25	25	31	20	20	24	45	45	40	10	10	5
Non-Economically Disadvantaged	93	94	45386	100	100	99	576	576	569	13	14	15	16	16	15	52	51	52	19	19	18

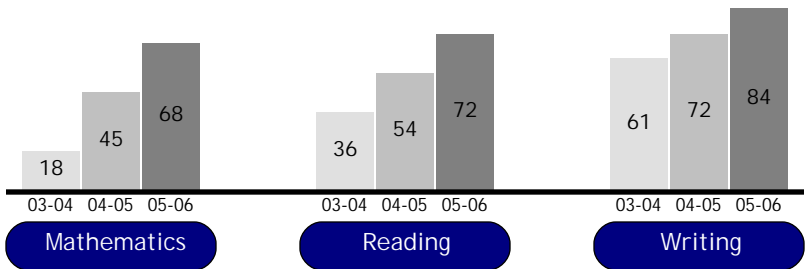
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	114	79179	100	100	98	525	525	519	6	7	11	22	22	27	65	64	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	38974	100	100	99	533	533	524	5	5	8	16	16	25	68	68	61	11	11	5
Male	57	58	40124	100	100	97	517	517	513	7	9	13	28	28	28	61	60	54	4	3	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	11	11	30987	100	100	98	522	522	498	NA	NA	17	18	18	36	82	82	45	NA	NA	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	96	97	37467	100	100	98	524	524	539	6	7	5	24	24	17	61	61	70	8	8	8
Students with Disabilities	16	17	8567	100	100	88	465	465	467	19	24	39	69	65	38	13	12	22	NA	NA	1
Students without Disabilities	97	97	70612	100	100	99	534	534	524	4	4	7	14	14	25	73	73	62	8	8	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	20	20	33345	100	100	96	506	506	499	15	15	17	30	30	36	55	55	46	NA	NA	1
Non-Economically Disadvantaged	93	94	45834	100	100	99	529	529	533	4	5	7	20	20	19	67	66	67	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	114	79734	100	100	99	565	565	554	2	3	3	14	14	19	83	82	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	56	39243	100	100	99	579	579	568	NA	NA	2	7	7	12	91	91	85	2	2	1
Male	57	58	40413	100	100	98	550	550	541	4	5	4	21	21	26	75	74	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	11	11	31254	100	100	99	547	547	539	NA	NA	5	27	27	25	73	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	96	97	37668	100	100	99	566	566	569	2	3	1	14	13	13	83	82	85	1	1	1
Students with Disabilities	16	17	8943	100	100	92	490	490	495	13	18	11	56	53	51	31	29	38	NA	NA	1
Students without Disabilities	97	97	70791	100	100	100	576	576	561	NA	NA	2	7	7	15	92	92	83	1	1	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	20	20	33718	100	100	97	555	555	538	NA	NA	5	20	20	26	80	80	69	NA	NA	0
Non-Economically Disadvantaged	93	94	46016	100	100	100	567	567	567	2	3	2	13	13	14	84	83	84	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	95	56	NA	56	100	60	60	51	100	58	58	56
	Language	95	49	49	48	100	53	53	47	100	50	50	50
	Mathematics	96	73	73	66	100	64	64	52	100	61	61	58
7	Reading	96	52	NA	54	97	56	56	50	99	68	68	54
	Language	95	54	54	58	97	58	58	52	99	63	63	58
	Mathematics	97	68	68	62	98	63	63	50	99	67	67	54
8	Reading	96	56	NA	55	100	45	45	51	99	59	59	58
	Language	95	43	43	52	100	43	43	50	99	61	61	56
	Mathematics	96	61	61	61	100	50	50	53	99	67	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Kingman Academy of Learning - Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Technology
- Ü Student Discipline
- Ü Fund Raising
- Ü NCLB
- Ü Uniforms
- Ü Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	.25	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	4	0	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Girls/Boys Basketball Team
- Ü Bell Choir
- Ü CIMI Camp (Catalina Island)
- Ü Yearbook
- Ü Astro Camp
- Ü Soccer Team
- Ü Cross-Country Team

Social Services

- Ü Gymnasium to be Used by the Community
- Ü Food Bank Collections
- Ü School-to-Work
- Ü High School Community Service

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Percentage of students by grade level that meet or exceed the 2006 AIMS Academic Standards in math: sixth grade 70 percent; seventh grade 81 percent; eighth grade 70 percent.
- ü Seven percent of students had perfect attendance for the 2005-2006 school year.
- ü 4079 Parent Volunteer Hours! Up 37% over the previous year.
- ü Percentage of students by grade level that meet or exceed the 2006 AIMS Academic Standards in reading: sixth grade 73 percent; seventh grade 82 percent; eighth grade 71 percent.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Parents, teachers, and school administrators work together to maintain a safe environment. Parents are involved immediately with all behavior problems. Parents, teachers, and administrators work together to find a solution to student behavior problems. The one incident requiring law enforcement intervention was actually handled in a calm manner by the school resource officer and the school principal.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Betty Rowe	(928) 681-2400
Transportation Policy	Susan Chan	(928) 681-2400
Community Resources	Kathy Scroggins	(928) 681-2400
School Nutrition Programs		
Parent Organization	Becky Fawson	(928) 753-0772
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.